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ASSIGNMENT BOOKLET 8BGrade One Thematic
Module 8B: Days 10 to 18**Home Instructor's Comments and Questions**_____
Home Instructor's Signature**FOR SCHOOL USE ONLY**Assigned Teacher:
_____Date Assignment Received:
_____Grading:
_____Additional Information:

_____**FOR HOME INSTRUCTOR USE**
(if label is missing or incorrect)Student File Number:

_____Date Submitted:

_____**Apply Module Label Here****Name****Address****Postal Code***Please verify that preprinted label is for
correct course and module.***Teacher's Comments**_____
Teacher's Signature**Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.**

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

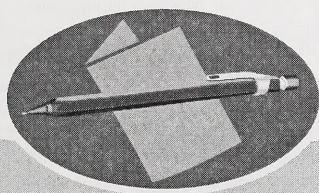
Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade One Thematic

Module 8

Let's Have a Story

ASSIGNMENT BOOKLET 8B



**Learning
Technologies
Branch**

Alberta
LEARNING

This product is the result of a joint venture with the following contributors:



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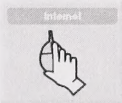
Alberta Distance Learning Centre
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Internet: <http://www.adlc.ab.ca/home>



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Assignment Booklet 8B
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	




You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Day 10

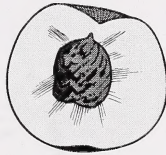
Long and Short ea
Sounds

Say the name of the picture and read the word. Circle the vowel sound used in the word.



head

ĕ ē



peach

ĕ ē



wreath

ĕ ē



leaf

ĕ ē



sweater

ĕ ē



feather

ĕ ē

Print the word on the line to complete each sentence.

clean

health

team

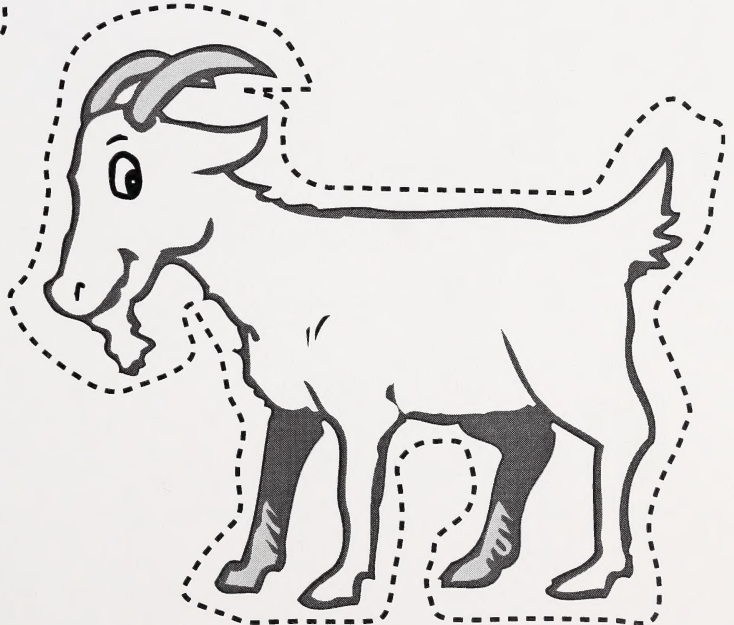
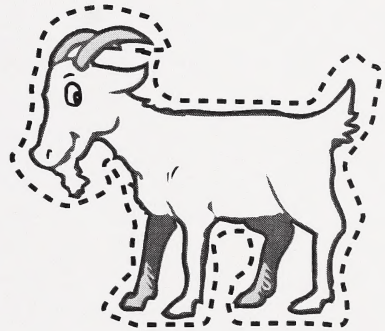
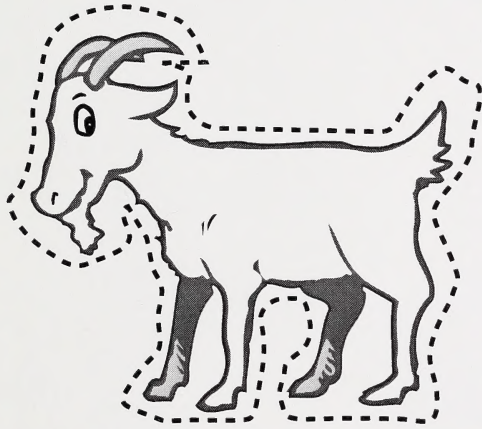
read

1. Good food and exercise are important for
good _____.
2. Our baseball _____ tries to do our best.
3. Do you always keep your room _____?
4. How many books have you _____ this week?

Day 10

“The Three Billy Goats Gruff”

Colour and cut out the puppet figures. Then glue each figure to a craft stick.



Day 11

One Syllable, Two Syllables

Print the number 1 or 2 beside each word to tell how many syllables it has. The first one has been done for you as an example.

better 2

would

with

paper

water

number

which

down

baby

bird

house

winter

Print two one-syllable words on the lines below.

Day 11

Learning Log

Home Instructor's Comments

What have you noticed about your student's ability to think creatively when making up new stories? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys creating turnabout stories |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • comes up with original ideas |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to take risks in inventing stories |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • pays attention to detail when creating stories |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • refers to past experiences for story ideas |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can express opinions and feelings by talking |

Add any additional information or comment about the day's work.

Student's Thoughts

What activity did you enjoy most today?

Day 12

Compound Words

Draw different-coloured lines to make two words into a compound word. Print the compound words on the lines. Do not leave a space between the two smaller words. The first one has been done for you as an example.

- | | | |
|---------|--------|--------------------------------------|
| 1. some | stick | 1. <u> someone </u> |
| 2. drum | ground | 2. <u> </u> |
| 3. snow | one | 3. <u> </u> |
| 4. pop | flake | 4. <u> </u> |
| 5. play | corn | 5. <u> </u> |

Separate each compound word into two smaller words.

Example

- | | | | | |
|--------------|---|---------------------------|---|---------------------------|
| milkman | = | <u> milk </u> | + | <u> man </u> |
| 1. playtime | = | <u> </u> | + | <u> </u> |
| 2. baseball | = | <u> </u> | + | <u> </u> |
| 3. something | = | <u> </u> | + | <u> </u> |
| 4. teapot | = | <u> </u> | + | <u> </u> |
| 5. airplane | = | <u> </u> | + | <u> </u> |

Day 12

Same and Different

Compare the stories "The Gingerbread Boy" and "The Big Pancake" by answering the following questions.

	"The Gingerbread Boy"	"The Big Pancake"
Who is the main character?		
Who else is in the story?		
What happened first?		
Then what happened?		
And then?		
And then?		
And then?		
And then?		
And finally?		

Day 12

Learning Log

Home Instructor's Comments

What have you noticed about your student's enjoyment of singing the songs in Music and Movement or at other times? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • remembers and sings simple tunes |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • chooses to listen to music in free time |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • responds to music in free time |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • keeps the beat when clapping |

Add any additional information or comments about the day's work.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Day 12

Learning Log

Student's Thoughts

What type of music do you prefer? Give examples.

What did you find interesting about Experiment 1 or Experiment 2?

Day 13

Using 's

Rewrite the following phrases to make the possessive form. The first one has been done for you as an example.

1. the kittens belonging to the cat

the cat's kittens



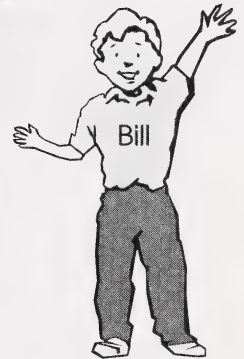
2. the books belonging to the child

the _____ books



3. the name of the boy

the _____ name



4. the hat belonging to the girl

the _____ hat



5. the breakfast belonging to the man

the _____ breakfast



Day 13

Learning Log

Home Instructor's Comments

What have you observed about your student's development in reading? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • remembers details from past stories |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is usually an independent reader |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses phonics in figuring out unfamiliar words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows many sight words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses context or picture clues in figuring out unfamiliar words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • responds to humour |

Add any additional information or comments about the day's work.

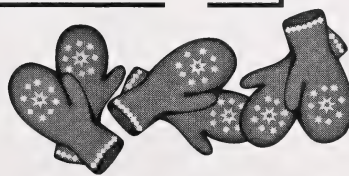
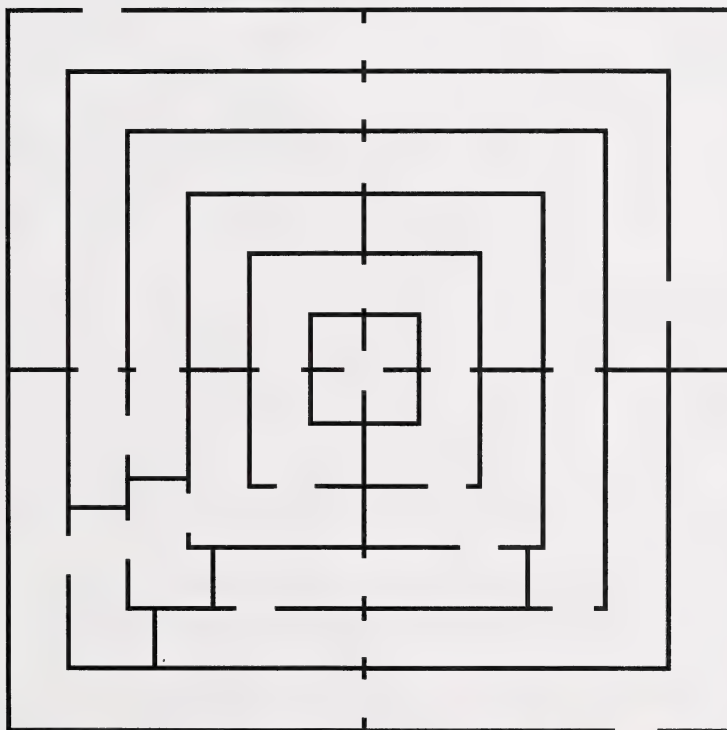
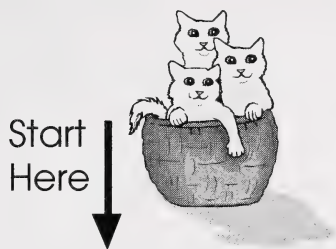
Student's Thoughts

What are your thoughts about your progress in reading?

Day 14

Help the Kittens!

Help the three kittens find their way to the mittens!



Day 14

Learning Log

Home Instructor's Comments

What have you observed about your student's development in writing? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • writes story events in logical order |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses capitals and appropriate end punctuation |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses capitals for proper names |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can read own writing when work is completed |

Add any additional information or comments about the day's work.

Student's Thoughts

How can you improve your writing assignments?

Day 15

oi or oy

noisy



Draw a circle around the word that names each picture.

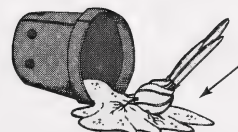
boy



boy
boil
bill



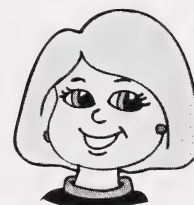
soil
spoil
spoon



paint
pail
point



toy
joy
job



Print the correct word to complete each sentence.

1. A pencil has a _____.
point **spoil** **coin**

2. My Dad put _____ in the car.
boil **oil** **cloud**

3. The loud _____ of the jet hurt my ears.
boy **enjoy** **noise**

Day 15

Learning Log

Home Instructor's Comments

What have you observed about your student's developing ability in skipping? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • feels positive about progress in learning to skip |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys skipping activities and practises independently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • hops over a rope swinging slowly back and forth |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • jumps over a rope turned overhead |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • makes several consecutive skips over a rope turned overhead |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to skip and do actions at the same time (advanced) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can hippity-hop (skip without a rope) |

Add any additional information or comments about the day's work.

Student's Thoughts

How would you describe your progress in skipping?

Day 16**Spelling Post-Test**

Spell the Module 8 words as they are read to you.

Day 16 Words Beginning with wr and kn

Print a word from the Word Box below to complete each sentence. The first one has been done for you as an example.

1. I will write you a letter soon.
2. The _____ would not turn.
3. I know it is _____ to cheat.
4. I think I _____ the answer.
5. Did you _____ the present?
6. My aunt _____ a sweater for me.
7. When I fell, I broke my _____.
8. Please _____ before you open the door.

Word Box

know

write

knit

knock

doorknob

wrap

wrist

wrong

Day 16

Story Chart

Characters

Setting

Title

Problem

Events

Solutions

Day 16

Learning Log

Home Instructor's Comments

What have you observed about your student's development in reading? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows an interest in books |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • states likes and dislikes about stories |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses knowledge of context, pictures, letters, words, sentences, predictable patterns, and rhymes in text to construct and confirm meaning |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • identifies studied high-frequency words by sight |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • reads orally with fluency and expression, pausing briefly at end punctuation |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • self-corrects when reading does not make sense |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses a variety of strategies, such as making predictions, rereading, and reading ahead to figure out unfamiliar words |

Add any additional information or comments about the day's work.

Student's Thoughts

What are your reading goals?

Day 17 Word Recognition Test

Use the cards from the New Word Box and the personal word bank to test immediate word recognition. Check the words the child can read by sight.

☐ man☐ also☐ around☐ again☐ place☐ take☐ here☐ even☐ part☐ years☐ does☐ off☐ number☐ put☐ down☐ funny

If your student has chosen theme-related or special-interest words, write them here. Check the ones that are easily recognized.

☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____

Story with 1 Blends

Glen raced to the playground. He wanted to be first to climb the new blue slide. As Glen was climbing the slide, he noticed a clown juggling globes by the flag post. Glen flipped off the slide and clawed his way through the crowd to get a glimpse of this clown. Then Glen plodded home to tell his family about his glorious day.

[illegible]

Day 17

Learning Log

Home Instructor's Comments

What have you noticed about your student's growing confidence in decision making and willingness to accept suggestions from others when completing activities?

Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is confident in making decisions regarding choices |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • willingly accepts suggestions regarding project choices |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is logical and reasonable in making choices |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses advice given by others in an appropriate manner |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is confident in carrying out instructions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is confident in sharing the results of project choices |

Add any additional information or comments about the day's work.

Student's Thoughts

What would you like to say about Project Time?

Day 18

Words That End
with tch

Say each word. Print rhyming words by adding the bolded endings to the beginning consonant sound. Read the newly created words.

match

ditch

b_____

p_____

h_____

st_____

l_____

tw_____

p_____

h_____

Use some of the rhyming words you have written to complete the following sentences.

1. When I play ball, I like to _____.
2. Last week, I saw a baby chick _____.
3. When you leave the yard, don't forget to _____ the gate.
4. When Mary hurt her eye, the doctor put a _____ over it.

Day 18

Learning Log

Home Instructor's Comments

What have you observed about how your student responds to literature and how your student presents ideas to others? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • expresses preferences, likes, and dislikes for stories and verses |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows that stories have beginnings, middles, and endings |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • remembers and retells familiar stories and rhymes |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • speaks to an audience in a clear voice with appropriate volume |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shares ideas and experiences through drama, conversation, games, and songs |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • works in partnership and in a group |

Use this space to share your culmination experiences. Add an extra page or write on the back of the sheet as needed.

Student's Thoughts

Tell your teacher about your Land of Threes Celebration.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears slightly aged or off-white. There is no handwriting or other markings on the page.

Grade One Thematic Assignment Booklet 8B Module 8B: Let's Have a Story Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

Days 10–18

☐ Thematic Assignment Booklet 8B (Make sure all assignments and Learning Logs are complete.)

Day 10

- ☐ Story Journal
- ☐ Writer's Workshop (optional)
- ☐ Project Time Choice 1, 2, or 3 submissions

Day 11

☐ Story Journal

Day 12

- ☐ Story Journal
- ☐ Breakfast Survey (optional)

Day 13

☐ Story Journal

Day 14

- ☐ "ight" page
- ☐ Story Journal
- ☐ Writer's Workshop (optional)

Day 15

- ☐ Writer's Workshop poster
- ☐ Story Journal or Journal (optional)

Day 16

- ☐ Writer's Workshop

Day 17

- ☐ Slow and Fast charts
- ☐ Story Journal or Journal
- ☐ Solar System Drawing (optional)
- ☐ Wish Book (optional)

Day 18

- ☐ Story Journal, which includes the entries from Days 10, 11, 12, 13, 14, and possibly Days 15, 17, and 18

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- 13 **kittens and mittens:** Nova Development Corporation
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